

ENGLISH LEARNER TEACHER

Guidance: If a teacher of EL students serves as the teacher of record for the academic content of a course, the content measure should serve as the student growth measure. The SLO below is an example of an EL teacher who delivers the Lau required core EL services.

Teacher(s): *English Learner (EL)*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>annual English language proficiency assessment</i>		
	Approved Mastery Score	Score: <i>Increase proficiency level (composite or specific language domain), depending on local baseline data analysis</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>1 student at Proficiency Level 4</i> Medium - <i>3 students at Proficiency Level 3</i> Low – <i>4 students at Proficiency Level 1 or 2</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 6 of 8 English Learner students will increase one or more proficiency levels on the annual English language proficiency assessment</i>	<i>At least 5 of 8 English Learner students will increase one or more proficiency levels on the annual English language proficiency assessment</i>	<i>At least 3 of 8 English Learner students will increase one or more proficiency levels on the annual English language proficiency assessment</i>	<i>Fewer than 3 English Learner Students increased one or more proficiency levels on the annual English language proficiency assessment</i>

Guidance: Teachers should develop a targeted learning objective based upon local data analysis of limited English proficient students and state Annual Measurable Achievement Objectives (AMAOs). For example, an EL classroom with a large percentage of Level 4s should focus upon a targeted objective of students reaching fluent English proficiency or improvement within a specific language domain to reach fluent English proficiency.

Pre-Work: Step 1	Approved Assessment	Assessment: <i>annual English language proficiency assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>4 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>4 Students</i> Targeted IN Content Standards: <i>Standard W, Writing</i> Targeted WIDA English Language Development Standards: <i>Standard 2, Language of Language Arts</i> Growth and/or Mastery Goal: <i>3 out of 4 targeted students will increase one or more proficiency levels on the writing portion of annual English language proficiency assessment</i>			

SPECIAL EDUCATION

Teacher: Elementary Inclusion/Resource room

Pre-Work: Step 1	Approved Assessment	Fountas & Pinnell Benchmark Assessment System (Corporation Assessment)		
Pre-Work: Step 2	Level of Student Preparedness	Low. 4 Students with substantial reading deficits. Data to determine goal was established from analyzing last year's growth patterns.		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	<p>Targeted Population: 4 Students with a substantial reading deficit.</p> <p>Targeted IN Content Standards: 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>Growth and/or Achievement Goal: 3/4 will gain at least 2 Fountas & Pinnell reading levels.</p>			

Teacher: Elementary Inclusion/Resource room

Pre-Work: Step 1	Approved Assessment	NWEA (Corporation Assessment)		
Pre-Work: Step 2	Level of Student Preparedness	Low. 4 Students with substantial reading deficits. Data to determine goal was established from analyzing last year's growth patterns.		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress.</i>

Step 3: Targeted Learning Objective	<p>Targeted Population: 4 Students with a substantial reading deficit.</p> <p>Targeted IN Content Standards: 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>Growth and/or Achievement Goal: 2 out of 4 students will progress 5 points on Reading NWEA</p>
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Teacher: Jr. High SPED teacher, Life Skills classroom

Pre-Work: Step 1	Approved Assessment	Kauffman test of Educational Achievement (K-TEA II). (Classroom Assessment) The two reading sections used are: Letter and Word recognition and Reading Comprehension.		
Pre-Work: Step 2	Level of Student Preparedness	Low : The 8 students in my class reading at a 3.4 or lower on the Kauffman Test of Educational Achievement (K-TEA II)		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress..</i>
Step 3: Targeted Learning Objective	<p>Targeted Population: 8 students</p> <p>Targeted IN Content Standards: 2nd grade ELA Standard</p> <p>2.RL.2.1: Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text.</p> <p>2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through, tough; Jan., Fri.</i>).</p> <p>Growth and/or Achievement Goal: 5 out 8 students will increase their overall reading proficiency by a grade level between the beginning and end of the year.</p>			

Teacher(s): Jr. High SPED teacher, Life Skills classroom

Pre-Work: Step 1	Approved Assessment	Everyday Math (Corporation Elementary Assessment) for identification of coins		
Pre-Work: Step 2	Level of Student Preparedness	Low : The 6 students in my class who cannot identify coins, measured by beginning-of-course diagnostic assessments		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 6 students Targeted IN Content Standards: 2nd grade Math Standard 2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. Growth and/or Achievement Goal: 4 out of 6 students will accurately identify all coins on the end-of-course common corporation assessment.			

Teacher: High School, Special Education, Co-teacher, Algebra

Pre-Work: Step 1	Approved Assessment	Algebra 1 ECA (State Assessment)		
Pre-Work: Step 2	Level of Student Preparedness	Low: 10 Students enrolled in co-taught Algebra I		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 10 Students receiving Special Education services in Math Targeted IN Content Standards: All Algebra I standards Growth and/or Achievement Goal: 7 out of 10 students will pass Algebra I ECA			

Teacher: Elementary, Resource Room

Pre-Work: Step 1	Approved Assessment	ALEKS Math(Common Corporation Assessment)		
Pre-Work: Step 2	Level of Student Preparedness	3 rd -6 th graders with IEP Math services.		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	<p>Targeted Population: 20 3rd-6th graders with IEP Math services</p> <p>Targeted IN Content Standards: All Standards per grade level in Math on Operations, Fractions, Geometric Shapes and Measures, Number Sense and Computation, and Data Display</p> <p>Growth and/or Achievement Goal: 75% or more of the targeted group will meet the individualized targets for growth in the identified skill area. Students will be progress monitored using percent of mastery on computer program.</p>			

Teacher: Elementary, Resource Room

Pre-Work: Step 1	Approved Assessment	DIBELS Reading(Common Corporation Assessment)		
Pre-Work: Step 2	Level of Student Preparedness	3 rd -6 th graders with IEP Reading services.		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>(Corporation determined)% or more of targeted group met goal. Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal met goal or otherwise demonstrated significant student mastery or progress</i>	<i>(Corporation determined)% of targeted group met goal. Did not fully meet goal, but showed some student mastery or progress.</i>	<i>(Corporation determined)% or fewer of target group met goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	<p>Targeted Population: 25 3rd-6th graders with IEP Reading services</p> <p>Targeted IN Content Standards: Word Recognition, Fluency, and Vocabulary Development</p> <p>Growth and/or Achievement Goal: 75% or more of the targeted group will meet the individualized targets for growth in the identified skill area of individual student fluency rate</p>			